

2008

Fact Sheet: Reconsidering Myths Surrounding Writing Instruction and Assessment in Kentucky



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Quick Reference for Sources

- ***Kentucky Writing Handbook***—information regarding portfolio development practices and scoring expectations provided to all Kentucky teachers by the Kentucky Department of Education; developed by KDE staff and advisory committees.
- **NAEP**—National Assessment of Educational Progress
- **NASBE**—National Association of State Boards of Education
- **NCTE**—National Council of Teachers of English

Introduction

Since 1991-92, Kentucky students in assessment grade levels have been asked to complete writing portfolios as a part of the statewide accountability assessment. Since that time, Kentucky teachers and students have worked hard to understand the purposes of such an assessment—*What should happen during writing instruction to make the biggest impact on students as writers and learners? What practices do not support student learning, and are therefore, against Kentucky regulation?* Given the extent of a statewide assessment—one that involves approximately 120,000 students and some 43,000 teachers—misunderstandings are bound to occur. Sometimes, misinformation circulates and causes teachers to question concerns related to classroom writing instruction and assessment.

The Kentucky Writing Handbook, the *Writing Portfolio Procedures* regulation, 703 KAR 5:010, *The Administration Guidelines for Writing Instruction*, and the *Program of Studies* are cornerstone documents explaining what may occur during instruction and assessment and what should not occur related to development and scoring of the writing portfolios. Even with accurate information printed within these documents, however, misunderstandings sometimes persist.

It is the purpose of this document to provide accurate information surrounding these myths. Likewise, readers will find beneath each myth the supporting documentation and research necessary to clarify appropriate practices.

Fact Sheet: Reconsidering the Myths Surrounding Writing Instruction and Assessment in Kentucky

Commitment to Writing

“American education will never realize its potential as an engine of opportunity and economic growth until a writing revolution puts the power of language and communication in their proper place in the classroom.”

[National Commission on Writing. Writing and School Reform: The Neglected R](#)

Myth #1—Teacher may not write/mark on student work.

Fact—Teachers may not *correct* student work directly (e.g., correcting spelling, insert correct punctuation marks, reword sentences). Teachers may mark student work, however, by guiding the students with comments and suggestions for revision and/or by indicating correctness issues that students should consider during revision. Teachers and other conferencing partners may indicate the type and position of errors in the writing.

References

[703 KAR 5:010 Writing Portfolio Procedures](#)

Section 3 Writing Instruction, paragraph 7

“A teacher or other conferencing partner may indicate the type and position of errors (for example, circle errors, highlight mistakes, put checks in the margins of lines where errors occur) on student writing; however, a teacher or other conferencing partner shall not correct errors on papers that might be included in the accountability portfolio.”

[703 KAR 5:080 Administration Code for Kentucky’s Educational Assessment Program](#)

Page 10—Writing Portfolio Development

OK #4. *“Teachers may indicate the position of errors (e.g., circle errors, highlight mistakes, put checks in margins of lines where errors occur) and ask students about questions.”*

Not OK #3 *“While it is permissible for teachers and others to mark on students’ papers indicating the position of errors, no one other than the student shall make direct corrections or revisions on a student’s work that is to be included within the writing portfolio.”*

Marking Student Papers—PowerPoint download—examples of how to ethically mark student papers
<http://www.kde.state.ky.us/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Kentucky+Writing+Resources++Download+Page.htm>

Myth #2—Student writing developed for the portfolio is “too much of the teacher’s work” with diminished student ownership.

Fact—Work that is included within the accountability portfolio shall be the student’s own. Teaching practices shall not diminish ownership of the portfolio. Teachers should not require students to revise beyond their ability level or require excessive amounts of revisions.

References

703 KAR 5:010 Writing Portfolio Procedures

Section 1 Appropriate use of Time, paragraph 2, lines 18-21

“A school shall allow for an appropriate amount of time for writing development throughout all grade levels and content areas. A classroom teacher shall limit the amount of time spent on a single portfolio entry and the number of revisions of a single writing portfolio entry.”

703 KAR 5:010 Writing Portfolio Procedures

Section 3 Writing Instruction, paragraph 2, lines 21-23

(1) “A writing task shall link assignments and instructional practices to authentic situations with genuine opportunities for student choice in writing and for publication to real audiences in order to enable a student to develop as an independent writer and thinker.”

Section 3 Writing Instruction, paragraph 6, lines 21-23

“A teacher and other conferencing partners shall respect the individual student’s preferences when encouraging revision so that the student retains ownership of the work.”

Kentucky Writing Handbook.

Part I: Writing Development, page 54

#4. “Writing for Publication should allow students to maintain ownership of writing.

The Writing Portfolio Assessment is part of the state’s assessment system. Students’ ownership must be preserved during the generation of samples submitted for the Writing Portfolio Assessment. Any intervention from teachers, peers, and/or others should enhance rather than remove or diminish that ownership and should be offered in the spirit of helping students

reassess and make decisions about their own work. At no time should students' ideas, revisions, or editing be characterized as teacher-, peer-, or parent-authored. The Kentucky Writing Portfolio Assessment acknowledges the students as sole creators, authors, and owners of their work. Teachers serve as colleagues, coaches, mentors, and critics. Parents, friends, and other students assume the roles of listeners, responders, and encouragers."

703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program p. 10

Writing Portfolio Development

Not OK #1. "Any assistance or intervention from teachers, peers or others that diminishes personal ownership of the portfolio" is NOT OK.

NASBE, Reading at Risk: The State Response to the Crisis in Adolescent Literacy

From p. 25 "Highlights of Kentucky's Writing Assessment Program"

Writing for Authentic Purposes and Audiences

- reveals student ownership (third bullet)
- is the only kind of writing that is appropriate for Kentucky's writing portfolio (fifth bullet)

Myth#3—Students in Grade 4 are not developmentally ready to complete the types of writing called for in the Kentucky Writing Portfolio Assessment.

Fact—Schools that organize and maintain appropriate, vertically-aligned writing instructional programs, particularly strong primary writing programs as called for in the *Program of Studies*, develop student writers who are capable of completing the writing tasks asked of them.

References

Kentucky Learner Goal #1

"Students will use their communication skills for purposes and situations they will encounter in their lives."

Academic Expectation 1.11

"Students will write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes."

[Program of Studies](#)

Revised 2006, p. 32—Primary Writing Process

To communicate effectively, students should engage in various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing, and reflecting.

[703 KAR 5:010 Writing Portfolio Procedures](#)

Section 1 Appropriate Use of Time, paragraph 4, lines 5-7

“Writing instruction shall serve as a component of literacy instruction and shall not be isolated for the purposes of state assessment and accountability.”

Section 2 School and District Writing Programs, paragraph 1, lines 10-16

(1) “A school shall provide writing instruction and authentic writing opportunities at all grade levels and shall develop a procedure to collect working folders that include writing pieces at non-accountability levels for possible inclusion in the accountability portfolio. The writing shall align to all portfolio categories and the content areas being studied. A school shall not wait until the accountability year to instruct the types of writing appropriate for inclusion in the writing portfolio.”

[Kentucky Writing Handbook, Part I: Writing Development](#)

Appendix A: “Writing Instruction and Portfolio Development Questions,” p. 136

Section 1: Schoolwide Writing Program Issues

Question #2. Should students in the primary grades be developing writing intended for publication (for authentic purposes and audiences)?

Yes. The regulation in the Program of Studies indicates all students in non-accountability years should develop pieces for publication. However, students should also be practicing the other types of writing that support learning—writing to learn and writing to demonstrate learning.

[NAEP—Writing Framework and Specifications for the 2007 National Assessment of Educational Progress](#)

Grade 4

“By the fourth grade, students should have the critical skills, vocabulary, and concepts that allow them to use school and leisure time to write. Personal choices for writing, fluency of ideas, and freedom of expression are emphasized. They are developing an understanding that there are many stages to the writing process, including prewriting/brainstorming, composing/drafting, revising, editing/proofreading, and sharing/publishing. They understand that each writing task does not necessarily entail all stages of the writing process.

"Fourth-grade students have a growing awareness of their own individual writing processes and the personal choices open to them. Fourth-grade students write for public and private purposes in a variety of literary forms, including poems, stories, reports, and personal narratives. They write to persuade, using order of importance and classifying differences and likenesses (or advantages and disadvantages).

"They use writing according to purpose and intended audience. They compose individually and collaboratively. Their developing awareness of revision strategies involves a move from the deliberate, systematic, and concrete to a tentative, flexible, risk-taking, large scale revision process. Fourth-grade students are becoming aware of many alternatives, of new possibilities, through the writing process. Fourth-grade students gather information and ideas from a variety of sources, including personal experiences and literature. They add information and ideas to early drafts in developing writing projects. They write across the curriculum for formal and informal purposes, in various modes of discourse, and for a variety of audiences, including themselves.

"Fourth-grade students respond to the writing of peers in pairs and small groups. They demonstrate a sense of authorship by sharing and publishing writing. They are learning to critically view their own and others' work. They revise for specific and precise language and for sequencing of paragraphs. They develop editing and proofreading skills, which include editing for word choice and expanding basic sentence patterns. They proofread—individually and collaboratively—for conventional usage, spelling, capitalization, and punctuation. They apply appropriate conventions for dialogue and quotation. They demonstrate the use of conventions for different documents, such as letters and reports. (37-38)

Writing in the Early Grades, K-2 National Council of Teachers of English

"... supportive teaching begins as educators tap into the diverse and rich experiences all language users have been building over their first five or six years of life. . ."

Factors in Writing Development

"The development of children's writing from early forms to conventional forms is best achieved through substantial time devoted to writing, multiple opportunities to write across the school day and focused instruction that builds from the writer's efforts."

Writing Concepts

#3. Writing develops in non-linear ways and takes multiple forms as it becomes more conventional. The sophistication of children's ideas and their understanding of language are not always reflected in their early written forms.

#6. Language learning proceeds best when children use language for meaningful purposes.

#7. Experience with a particular kind of writing is the best indicator of performance; extensive reading and writing within a particular genre or domain increases performance.

#8. Writing is effectively used as a tool for thinking and learning throughout the curriculum.

KDE Press Release from NAEP

News Release (03-040)—July 10, 2003

(Frankfort, KY)—“The results of the 2002 National Assessment of Educational Progress (NAEP) in writing show that Kentucky’s 4th graders scored above the national average and 8th graders continue to make gains, the Kentucky Department of Education announced today. . .

“When comparing 2002, 4th grade scale scores among jurisdictions, Kentucky outscored all except Connecticut, Delaware, Massachusetts, New York, North Carolina and Department of Defense schools.”

Myth #4—It takes too much time to “do the portfolio.”

Fact—Writing instruction (for publication) should be integrated into a well-aligned curriculum so that the writing that develops from instruction may be used within the portfolios during accountability years. Writing should not be an “add-on” nor should it be limited to accountability years. What goes in the portfolio is simply the best work the student has achieved throughout the years including the accountability year. Teachers and students should not be “doing the portfolio.” The writing that develops from instruction is developed and kept over time (e.g., a fourth grade portfolio is not a fourth grade portfolio, per se. It is a P-4 portfolio demonstrating growth over those years). At the end of that process—during an accountability year—the student should present in his/her accountability portfolio his/her best work. Excessive time should not be taken if the writing program is structured appropriately.

The Kentucky Department of Education has provided educators tools to reduce the amount of time spent on creating writing portfolios (e.g., *The Kentucky Writing Handbook*, “Saving Time with Writing Portfolios”).

References

703 KAR 5:010 Writing Portfolio Procedures

Section 1 Appropriate Use of Time

Paragraphs 1 and 2, lines 13-21

- (1) “A school and district shall implement practices that reduce teacher and student time in preparing a writing portfolio by implementing a vertically aligned writing curriculum based on the Program of Studies, 704 KAR 3:303, using writing instruction (including writing to learn) across the curriculum, and instructing students to make decisions regarding the use of the writing process.*
- (2) “A school shall allow for an appropriate amount of time for writing development throughout all grade levels and content areas. A classroom teacher shall limit the amount of time spent on a single portfolio entry and the number of revisions of a single writing portfolio entry.”*

Section 2 School and District Writing Programs

Paragraph 1, lines 14-16

“A school shall not wait until the accountability year to instruct the types of writing appropriate for inclusion in the writing portfolio.”

[The National Commission on Writing. Writing and School Reform. The Neglected R](#)

“... if writing is to be meaningful, it has to be more than something students are required to do. Schools (and policymakers) have to create a climate to encourage it” (15).

Myth #5—Kentucky regulation prohibits how teachers may teach writing—hinders creativity.

Fact—Kentucky regulation supports research-based practices that maximize student learning. Because the portfolio is the only part of the state assessment completed and evaluated at the school level, regulation must exist to govern instructional practices that lead to products that contribute to the state-required assessment and accountability program.

Regulation exists to govern and inform teaching practices, not limit them. Practices in violation of state regulation do not promote student learning and, as part of an accountability system, are not allowed.

References

[703 KAR 5:080 Administration Code for Kentucky’s Educational Assessment Program](#) p. 10

“Portfolios are a unique assessment component. They are the only portion of the statewide assessment developed under the direction of, and evaluated by, the classroom teacher. Teachers and students are provided with the definition and examples of successful student work. Although portfolio contents may vary, each entry is to be evaluated by certified personnel, trained to apply the same set of standards in the same manner from student-to-student, from school-to-school and from year-to-year. To assure this consistency, appropriate training and monitoring of scoring practices are required. The Kentucky Department of Education provides scoring training and opportunities for scoring practice throughout the school year” (10).

[Kentucky Writing Handbook, Part I: Writing Development](#)

Section 1: Developing a Successful Schoolwide Writing Program

Forming the Foundation: Key Support for Writing Programs—Research-based Practices

Myth #6—There is too much emphasis on writing.

Fact—There is not enough emphasis placed on *authentic* writing instruction in Kentucky schools evidenced by the large percentage of Kentucky students who have not yet reached proficiency. Writing is to be used to promote student learning of content and skills.

References

[National Commission on Writing, Writing and School Reform: The Neglected R](#)

“The hearings documented strong feelings about the state of writing in American schools today. A cacophony of complaints and challenges tumbled out. In the current climate, it’s not clear that policymakers or educators are convinced of the importance of writing” (14).

A Writing Agenda for the Nation

- *Every state should revisit its education standards to make sure they include a comprehensive writing policy.*
- *That policy should aim to double the amount of time most students spend writing, require a writing plan in every school district, insist that writing be taught in all subjects and at all grade levels, and require successful completion of a course in writing theory and practice as a condition of teacher licensing”(41).*

“The amount of time students spend on writing (and the scale of financial resources devoted to writing) should be at least doubled” (42).

“In this Commission’s view, the concept of educational reform must be expanded to include ideas; the ability of students to think, reason, and communicate; and broad community and societal support for the goals of learning. What is required is not another educational fad forced upon overworked teachers, professors, and administrators, but a fundamental reformulation of what this society means by learning and how it encourages young people to develop their full potential” (47).

“Although only a few hundred thousand adults earn their living as full-time writers, many working Americans would not be able to hold their positions if they were not excellent writers. And the number of full-time writers is expected to grow faster than employment generally for the next decade” (48).

“More than 90 percent of midcareer professionals recently cited the ‘need to write effectively’ as a skill ‘of great importance’ in their day-to-day work” (49).

Teaching Composition: Research on Effective Practices, School Improvement Research Series (SIRS)

*"Given the broad general agreement about the importance of learning to write, it is disturbing to discover that 'most researchers and educators agree that, with rare exceptions students do not and cannot write well'. . . Unfortunately, writing is an area characterized by considerable divergence between research and practice. . . much is known about which practices in teaching the writing process are effective, [but] several of these findings are in conflict with widespread practices in the schools. For example, staff of the ERIC Clearinghouse on Reading and Communication Skills reported in 1984 that "while most authorities of writing agree that children learn to write by writing, **[there is] a distressing lack of classroom time devoted to extended periods of writing.**"*

NASBE, The State Response to the Crisis in Adolescent Literacy p. 39

How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider

Writing

- *environment in which writing is viewed as a five-stage process that requires outlining, drafting, revising, rewriting, and publishing*

NCTE Beliefs about the Teaching of Writing. National Council of Teachers of English

*"Developing writing requires support. This support can best come through carefully designed writing instruction oriented toward acquiring new strategies and skills. Certainly, writers can benefit from teachers who simply support and give them time to write. **However, instruction matters.** Teachers of writing should be well-versed in composition theory and research, and they should know methods for turning that theory into practice. When writing teachers first walk into classrooms, they should already know and practice good composition. However, much as in doctoring, learning to teach well is a lifetime process and lifetime professional development is key to successful practice. Students deserve no less."*

What does this mean for teaching?

"Writing instruction must include ample in-class and out-of-class opportunities for writing and should include writing for a variety of purposes and audiences. . .

*Two further points are vital. To say that writing is a process is decidedly not to say that it should—or can—be turned into a formulaic set of steps. Experienced writers shift between different operations according to tasks and circumstances. Second, writers do not accumulate process skills and strategies once and for all. **They develop and refine writing skills throughout their writing lives.**"*

*"Often, in school, students write only to prove that they did something they were asked to do, in order to get credit for it. Or, students are taught a single type of writing and are led to believe this type will suffice in all situations. Writers outside of school have many different purposes beyond demonstrating accountability. . . In order to make sure that students are learning how writing differs when the purposes and the audience differ, **it is important that teachers create opportunities for students to be in different kinds of writing situations, where the relationships and the agenda are varied.**"*

Myth #7—On-demand writing can sufficiently assess students' writing ability.

Fact—On-demand writing is an important component of an effective assessment of student writing ability. However, on-demand writing evaluates students' writing to a given prompt to approximate the "on-demand" nature of writing in much of the workplace environment. On-demand writing assesses students at a Depth of Knowledge level 3, a level that is certainly important to the assessment.

Portfolio writing, on the other hand, asks that students write over extended periods of time with time for thinking, drafting, conferencing, revising, etc. The Kentucky writing program and Kentucky's *Program of Studies* promote students writing for authentic audiences and purposes like those they will encounter in life, a research-based critical practice. This extended time for writing allows the portfolio to assess student work at a Depth of Knowledge 4. Leaving out a portfolio from the assessment would prohibit students from reaching the DOK 4, the highest level at which students think, analyze, evaluate, and synthesize information to make meaning of the content which they have learned.

References

Kentucky Learner Goal #1

"Students will use their communication skills for purposes and situations they will encounter in their lives."

Academic Expectation 1.11

"Students will write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes."

[Program of Studies](#)

Revised 2006, Subdomain: Writing Process

To communicate effectively, students should engage in various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing, and reflecting.

National Commission on Writing. Writing: A Powerful Message from State Government

“Every state should revisit its education standards to make sure they include a comprehensive writing policy” (33).

“Public and private leaders and assessment experts must ensure that assessment of writing competence is fair and authentic” (35).

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools, Carnegie Corporation, 2007.

“Recommendations for effective writing instruction should include (among eleven recommendations)

- ***Writing Strategies***, which involves teaching students strategies for planning, revising, and editing their compositions.
- ***Inquiry Activities***, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.
- ***Process Writing Approach***, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing” (4-5).

“In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter” (9).

NAEP—National Assessment of Educational Progress

The Nation’s Report Card, National Assessment of Educational Progress

“The NAEP writing assessment measures writing skill by asking students to write essays and stories for a variety of audiences. In this way, the assessment collects important information on students’ writing ability and offers a broad picture of how well our nation’s students can explain, persuade, and describe using written words.

The Writing Framework

“The NAEP writing framework serves as the blueprint for the writing assessment. . . Informed by writing research and theory, the NAEP writing framework emphasizes that good writers can communicate effectively in a variety of styles. In addition, effective writing requires a thoughtful approach that includes composing and revising.”

NAEP—Writing Framework and Specifications for the 2007 National Assessment of Educational Progress

What does the NAEP Writing Assessment Measure?

"The NAEP Writing Assessment supports the process approach to writing in several ways. It provides substantial time for writing—not just the opportunity to create a rough draft. . ."

Overarching Objectives

*"Writers exhibit varying degrees of competency, and the writing framework panel recognized that **no single assessment can fully evaluate performance across the entire domain.**"*

Instructional Relevance and Validity

*"NAEP has long struggled with the difficulties of writing assessment. Many educators feel that the constraints of the testing situation seriously limit the usefulness of the test results. Recent NAEP writing assessments have tried to deal with these issues in two important ways. First, the amount of time for writing tasks has been extended. **Second, portfolio assessment has been introduced on a trial basis to collect samples of students' writing in response to regular classroom assignments of varied complexity and duration.**"*

*"Of course, a formal assessment can only go so far in mirroring classroom or real-life writing situations. The writing samples produced by students in 25 minutes **cannot be viewed as final or polished drafts.** Also, **it is not possible to incorporate into a timed, secure assessment such as NAEP certain writing process strategies, such as using outside resources and peer or teacher conferences.** Changes in the administration should make the NAEP writing assessment more closely resemble process approaches to writing" (16).*

Myth #8—Scoring of portfolios is biased and subjective.

Fact—The scoring of *any* assessment holds the potential for inaccuracies but Kentucky has in place training opportunities and expectations for scorers to minimize inaccuracies. Scoring of writing portfolios is an important professional development practice for teachers.

Reference

703 KAR 5:080 Administration Code for Kentucky's Educational Assessment Program

*"Portfolios are a unique assessment component. They are the only portion of the statewide assessment developed under the direction of, and evaluated by, the classroom teacher. Teachers and students are provided with the definition and examples of successful student work. Although portfolio contents may vary, **each entry is to be evaluated by certified personnel, trained to apply the same set of standards in the same manner from student-to-student, from school-to-school and from year-to-year. To assure this**"*

consistency, appropriate training and monitoring of scoring practices are required. The Kentucky Department of Education provides scoring training and opportunities for scoring practice throughout the school year” (10).

Portfolio Scoring Procedures—School and Audit Level

Appropriate training and quality control measures to ensure accuracy in scoring

School Level Scoring—Procedures to ensure accuracy in scoring

To ensure consistency in scoring at the school level, these steps are taken.

1. Cluster leaders must receive the annual KDE portfolio scoring training which focuses on methods and procedure for scoring, interpreting criteria consistently from person to person, school to school, and practice scoring with pre-scored portfolios. Scores have been pre-assigned by Kentucky’s Scoring Accuracy and Assurance Team (ScaAT). ScaAT is composed of Kentucky teachers who are among the most accurate scorers in the state and who act as the standards-bearers for understanding and applying writing criteria.
2. Cluster leaders must replicate KDE training at the school and/or district level to ensure consistency of training and scoring.
3. All scorers must complete the school-level training successfully.
4. During scoring, quality control measures are taken to ensure consistency and avoid inaccuracies.
5. Quality Control portfolios are provided to each school. Scores on the pieces within the quality control portfolios have been pre-assigned by ScaAT (see #1 above). Quality control portfolios are mandated to be used during the scoring sessions to recalibrate scorers to make certain they are scoring to standard. Quality control records are kept during the scoring session to check for accuracy and consistency.
6. KDE encourages a scoring design that includes table leaders reading behind scorers to check for accuracy. Table leaders’ read-behinds function as a quality control measure. Table leaders are accurate scorers and read behind scorers to prevent inaccuracies in scoring. If a table leader sees a scorer drifting from standard, he/she stops that person from scoring until there is a recalibration and review of the rubric and anchor papers and that scorer is scoring to standard again.
7. All portfolios are scored “double-blind” to validate scores, ensuring accuracy.

Audit Level Scoring—Procedures to ensure Accuracy in Scoring

The audit scoring design features all of the steps listed above to ensure accuracy plus other measures for quality control purposes. KDE provides training to audit supervisors who must qualify with a high accuracy rate to participate in the audit as a scoring supervisor. KDE provides training to auditors who must also qualify at a high accuracy rate before those scorers may score in the audit.

In addition to all of the quality control methods mentioned above in the school scoring section, the audit provides these quality control measures to ensure accuracy.

1. Scoring supervisors and auditors must receive the official KDE training and qualify to score. People who do not qualify do not score. Likewise, during the audit, if scorers drift from the standards, they are dismissed from the scoring session.
2. Seeded portfolios are included within the stacks of student portfolios to provide another layer of quality control. Scorers do not know that the seeded portfolios are seeds. Scores are checked after scoring comparing the scorer's scores to the pre-assigned scores given to the seeded portfolios.
3. Table leaders are assigned to read behind scorers. Likewise, the scoring supervisor reads behind the table leaders to ensure consistency in scoring.

[The National Commission on Writing](#) recommends that “the nation’s leaders place writing squarely in the center of the school agenda and that policymakers at the state and local levels provide the resources required to improve writing” (64).